SYNOPSIS ON

IMPACT OF VALUE EDUCATION PROGRAMME ON INTERPERSONAL RELATIONSHIPS IN HIGHER ACADEMIC INSTITUTIONS OF INDIA

In

MANAGEMENT

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CONTENTS

		PAGE No.
SECTION 1: INTRODUCTON		**1-7**
1.1	AN OVERVIEW OF VALUE EDUCATION	1-5
1.2	AN OVERVIEW OF INTERPERSONAL RELATIONSHIP	5
1.3	NEED OF THE STUDY	5-7
SECTION 2: LITERATURE REVIEW		**7-13**
2.1	VALUE EDUCATION	7-11
2.2	INTERPERSONAL RELATIONSHIP	11-12
2.3	LITERATURE REVIEW IN MATRIX FORM	12-13
SECTION 3: OBJECTIVES AND HYPOTHESES		**14-17**
3.1	OBJECTIVES OF THE STUDY	14
3.2	HYPOTHESES	14-17
SECTION 4: RESEARCH METHODOLOGY		**17-20**
4.1	NATURE	17
4.2	SOURCE OF DATA	17
4.3	SAMPLING TECHNIQUES	17
4.4	GEOGRAPHICAL COVERAGE	18
4.5	SAMPLE SIZE	18-19
4.6	SAMPLE COMPOSITION	19
4.7	STATISTICAL TOOLS	19-20
4.8	MANEGERIAL IMPLICATION	20
SECTION 5: PROPOSED CHAPTER PLAN		**20**
REFERENCES		**21-22**

SECTION 1

INTRODUCTION

Long history of mankind has seen a lot of progress. Science and technology is offering amenities in newer ways continuously. The human beings are able to see the need for peaceful co- existence at the level of society and recognize the need for ultimate peace as a fundamental need. We have traveled a long way from warring tribes and fear of natural calamities. While, we have made tremendous advancements and innovations. But the question remains, are we satisfied with the conditions of today? On looking into this issue, it becomes evident that we are still facing with serious problems at various levels. At human level, we can see that in individuals there is lack of clarity on life- goals. While at the level of human relationships in the family, we see problems of misunderstanding, increasing mistrust, insecurity, and generation gap. Further, at the level of human relationships in society we see increasing communal conflict, exploitation and strife, terrorism and violence in various forms. At the level of nature, there is increasing problems of environmental degradation in various forms as well as resource depletion and threatening the very survival of the human kind. In fact all the problems are direct outcome of the ‘well planned ‘human activity in the name of progress and in spite of all the advancements of science and technology. Where then, the solutions are? What exactly missing? This is an important question intriguing the human mind today.

The overall purpose of education is to enable a human being to live complete life with human conduct and, in harmony with oneself and with family, society and nature. Hence it becomes the responsibility of education to enable the resolution of these issues, so that human

society can achieve its goal. For this purpose, it becomes essential to find out what value is, or what is really valuable for human being? All human beings continuously aspire for a happy life, a fulfilling and successful life, and the purpose of education is to provide adequate competence to actualize this aspiration. For this, it is essential to understand- what is really valuable for human being, and what is really conducive to a happy and fulfilling life? So, the subject that deals with 'what is of value' or what is valuable to a human being is 'value education.' Values thus provide the basis for all our actions and there is essential complementarity between values and skills which needs to be ensured in any education system. (Nagraj, 1998)

1.1 AN OVERVIEW OF VALUE EDUCATION

1.1.1 What is value education?

The subject which makes capable us to understand 'What is valuable' for human happiness is 'Value Education'. Thus, Value Education' enables us to understand our needs and imagine our goals correctly and also indicate the direction for how to fulfill them. It also helps to remove our confusions and contradictions and bring harmony. The present education system is skill-based. The primary focus is on science and technology. However, science and technology can only help to provide the means to achieve what is considered valuable. But it is not in the scope of science and technology to provide the competence of deciding what really is valuable. Value Education' is an important missing link in the present education system. Because of this deficiency, most of our efforts are prove to be counterproductive and there are serious crises at individual, societal and environmental level which we are easily observing.

1.1.2 Concept of Value education

Value of any unit in this existence is its participation in the larger order of which it is a part. Value of a pen is that it can write. Here writing is the participation of the pen in the bigger order in which pen, paper, human being, all are present. Value of an eye is that it can be used for seeing. What is the value of human being? This question implies that what is the participation of human being in the bigger order? That bigger order includes human beings, plants, air, water, soil, animal, birds, etc. The value of human being is the participation of human being in the existence with self, family, society and nature. So, to understand human values we need to study the role of human being in relation to each unit in the existence.

Value education should cover all aspects of any individual

Fig 1 Self Created

Value education should cover all levels of human life and profession

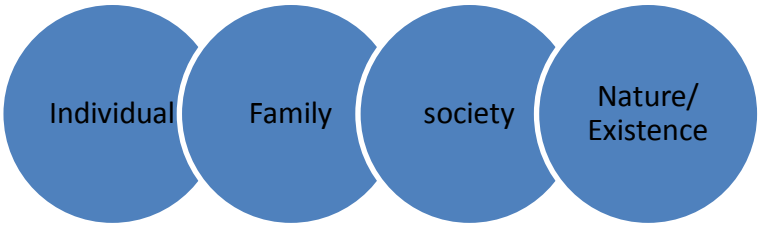


Fig 2 Self Created

Four dimension of life and corresponding values

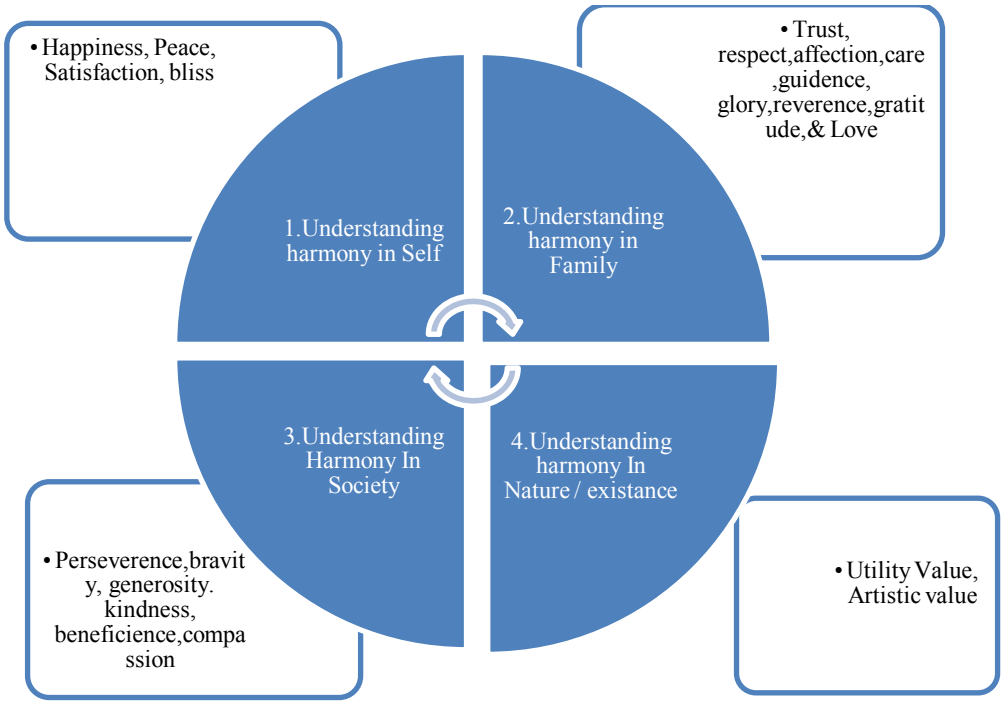

• Happiness, Peace, Satisfaction, bliss
• Trust, respect,affection,care ,guidence, glory,reverence,gratit ude,& Love
1.Understanding harmony in Self
2.Understanding harmony in Family
3.Understanding Harmony In Society
4.Understanding harmony In Nature / existance
• Perseverence,bravit y, generosity. kindness, beneficience,compa ssion
• Utility Value, Artistic value

Fig 3 Self Created

Values at all levels

1. **In the self** – Happiness, Peace, Satisfaction, Bliss**.**

2. **In Universal Human Order** – Perseverance, Brevity, Generosity, Kindness, Beneficence, Compassion

3. **In Human-Human Relationship** Trust, Respect , Affection, Care, Guidance Glory Reverence, Gratitude , & Love

4. **In Human-Rest of Nature Relationship**– Utility value, Artistic value

Source: (www.madhyasth darsan.info)

1.1.3 Basic Guidelines for Value education

Value Education is applicable to all human beings irrespective of cast, creed, nationalities, religion, etc., for all times and all regions. It is to appeal the human reasoning. It should be naturally acceptable to all human being. It needs to be experientially verifiable, and not based on dogmas, beliefs or assumptions. It needs to cover all the dimensions (Thought, Behavior, Work and realization) and all levels of human life and profession. The ultimate goal of value education is to promote harmony within the individual, among human beings and with nature. (G.P. Bagaria , R.R. Gaur & Sangal, 2010)

1.2 INTERPERSONAL RELATION SHIP

Interpersonal relationship refers to the relationship that exist among people .This relation may be in family, organization, teaching institutes, peers and friends. Many management thinkers identified the relationship either formal or informal and relationship as need e.g. Elton Mayo(1924-32) Cherster Barnard, A.H Maslow, David C Mc Clelland (Need theory), F.Hetzberg. Interpersonal competence is the degree to which one is accurately aware of his impact on other and the impact of others on him. For successful human relation aware of relation needs and improving the interpersonal competence is necessary. For developing interpersonal relation some factors are necessary like trust, respect, and intercommunication, transparency and participation. (Khanka, 2014)

1.3 NEED OF THE STUDY

The key determinant of education is how a human utilizes the skills not for self-centered purposes but also for broader societal and environmental goals. Human education facilitates human conduct and the development of humane society, otherwise education results in unethical conduct and degradation of society and environment. The need for value based education has been repeatedly highlighted by various commissions and expert committees on education (Dr. Radhakrishnan, Dr. Kothari, UNESCO declaration on service to society and so on). The Supreme Court said that the education system in the country has failed to achieve its objective and it has to be reformed immediately (4 July 2013).The scope of education is to make a human complete with human conduct and understand one's participation as individual or in society or existence. The scope of education is to understand ones dedication or goal, both as an individual, as well as a society. Education should facilitate students to have the understanding, commitment, competence and the practice of living with definite Human conduct and to participate in the development of a humane society. Education must be clearly about understanding (what to do), learning skills (how to do) and practicing the understanding & skills, leading to fulfillment of human purpose. Understanding of what to do, what is valuable is required and learning how to do is also required. Both are required. Human education must enable the student to (in order of priority):

1. Develop Right Understanding By sharing the understanding of what to do (Value Education)
2. Develop Right Skills by teaching how to do (Technical Education)
3. Practice Right living during the period of education.
    a. Living in relationship with human being leading to mutual happiness
    b. Living in relationship with rest-of-nature leading to mutual prosperity

Over a period of time, such value-based education can contribute to the development of a humane society. (aktu.ac.in 2017)

In review of literature studies were on the need of value education in higher studies or schools Neil Hawks(2005),Kareena Bhatia & Manoj Kumar(2011) Significance of Value education,Nandish patel (2003 Emphasizing on Value education, Shushma gulati & daya Pant(2010) Impact of value Education on personalty, Nandurivenkata Satyanarayans (2016) Influence of values on behavior,character & leadership potential, Mercedes Ruiz-Lozano, Araceli de los Ríos-Bergillos, Pilar Tirado-Valencia, Salud Millán-Lara (2012) impact of Value education on social & ethical Values ,Stephen Connoly &Sorrd penn Edward (2016)positive outcomes of Value education, paola cubes Barragan (2014) Impact of Value education on children's well being. So, earlier studies are done on need of value education & and its effect on different dimensions. but no such study is yet conducted on higher academic institutions of India . The present study will examine the impact of value education programme on interpersonal relationships in higher academic institution in India.

SECTION 2

LITERATURE REVIEW

2.1 Value Education

A. Nagraj, 1998, Jivana Vidya EkParichya, Author explored existence is co- existence. And four dimensions of our living. Self , family, society and nature. He has also given the tool Natural acceptance, and values at all the four levels. Discovered fundamental nature of the Universe, Human Being & Human purpose and presented as an 'Alternative' to Materialism and Theism/Spiritualism basic work in Cognition, Consciousness, Matter, Time, and Space&

Evolution. Identified definite 'Human Conduct' as laws of living. Synthesis of Spiritual, Intellectual, Behavioral and Professional aspects of Man. Education, Values, Justice, World Constitution & Organization. Man can live in Harmony with self, in Family, in Society and with Nature. This is a Universal proposal for human, which is Study able, live able

Kireet Joshi (2010) in the article – "Challenges in introducing Value Education at Higher Education in India" he writes that the requirement for teaching values to the persons of all levels has been felt by everyone. Today, the world is facing unmatched socio-political and economic challenges troubles of life are becoming more and more strong and complex. Traditional values are de-centered. An environment of trouble pervades all countries and broken homes have become common". Now-a-days everyone is busy in money making involving them in with full motivation and devotion for developing skills, persons are focusing them in rat race of physical world. So, there is need to develop human resource inculcating values. Many Researches highlighted that motivated and happy people work more effectively than other.

R.RGaur, R.Sangal & G.P Bagaria, 2010, A Foundation Course on Human Values & professional ethics. . Expanded the work of A. Nagraj and designed the study materials and course contents for professional & technical colleges. This study material is used in IIT Kanpur, IIT Delhi, IIIT Hyderabad, UPSC Exam, IIT BHU, AKTU (Formerly UPTU). High schools of MP. They explored how develop the Human Resource by right understanding & right Feelings how to make them competent in profession. They gave methods to understand Values & ethics and how to inculcate these values.

Rokeach (1973) defined an approach as an organization of several beliefs focused on a specific object or state of affairs whereas a value is a continuing belief in a specific mode of conduct or

desirable end state of existence. A number of research studies demonstrate that attitudes and values are different constructs, not only in the minds of researchers, but also in the minds of practitioners.

A.N. Tripathi, 2003, Human Values, In this book author has described about value crisis, different value and ethics professional ethics in management.

B.L. Bajpai 2004, Indian Ethos and Modern Management, Author describe about the principal beliefs and values of a culture which flourished in the Indian peninsula, over the past several eras. Our world is unipolar and covering more towards globalization, Industrialization, Urbanization, and increased impact of media.

David and Stephen (2002) Human resource development function can be viewed along three dimensions. The first is employee training, which emphasizes skills development and the changing attitudes among workers. The second is management development, which concerns it's primarily with knowledge acquisition and the enhancement of an executive's conceptual abilities. The third is career development, which is the continual effort to match long-term individual and organizational needs.

Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W.BehrensIII, 1972, The report described on the growing consciousness of the environmental impact of human activity predicated the likely consequences. Author explained how interference in one part of Ecological system can cause unintended consequences in another. This book uses the imitation to show the co-relation between human intention and the impact they can have on other.

E F Schumacher, 1973, small is Beautiful: a Study of Economics as if People Mattered, Blond &Briggs, Britain. This is collection of essays by British economist E.F Schumacher. The Phrase small is beautiful come from a phrase by his teacher Leopard Kohr. It is often used to empower people more in contrast with phrase such as "bigger is better." This book first published in 1973, small is beautiful brought Schumacher's critiques of western economics to a wider audience during the 1973 energy crisis and emergence of Globalization. The book describes about modern world, Resources, The third world and organization and ownership. Author describes about the problem of production. He argues that the modern economy is unsustainable. Natural resources like fossil fuels are treated as expandable income. When in fact they should be treated as capital since they are not renewable and thus subject to eventual depletion. He further argues that nature's resistance to pollution is limited as well. Schumacher's philosophy is one of enoughness appreciating both human needs and limitations and appropriate use of technology. It grew out of his study of village based economics which he later termed Buddhist economics. He questioned the appropriateness of using gross national product to measure human well being emphasizing that the aim ought to be to obtain the maxims amount of well being with the minimum amount of consumption.

Helping in to find out our failure in the vital area of imparting education in values and spirituality is fraught with natural environment or even the molecular destruction of world. India is an enviable position in that her economy is big her cultural heritage is alive and her democratic institutions are vibrant.

Hofstede (1998) Values are spirit of life .Values is like the building blocks which are used to form a firm structure. The building blocks are set into position by several workers to construct a building.

Limits to Growth – Club of Rome's report, Universe Books. The report described on the growing consciousness of the environmental impact of human activity predicated the likely consequences. Author explained how interference in one part of Ecological system can cause unintended consequences in another. This book uses the imitation to show the co-relation between human intention and the impact they can have on other.

Mind Tools Ltd -2008 There is a relationship between happiness and prosperity and among employees to achieve organizational objectives. Mind Tools Ltd -2008, in the study with title " Career Skills & Workplace Happiness" define in an international survey of 10,310 people in 131 countries (including 3423 in the US, 1290 in the UK, and 1082 in India), looking at the relationship between people's skills levels and a number of factors, including workplace happiness. Happiness is important because it strongly affects employee performance, and because it affects organizations" ability to retain staff. This is vital, given a projected 19% decline in the number of people between 35 and 44 in the US and UK workforces within the next 5 years. Key survey findings are 66.3% of people who were happy in their job were confident in their stress management skills. Only 42.4% of people who were not happy are similarly confident. This is a difference of 23.9%. There was an average confidence difference of 11.6% between people who are happy at work and those who are unhappy, across nine other skills areas (time management, team management, leadership, communication, team-working, decision-making, problem-solving, project management and change management).

Stephen -2002defined "Management development is more future oriented and more concerned with education, than is employee training, or assisting a person to become a better performer. By education, we mean that management development activities, attempt to instill sound reasoning

processes –to enhance one's ability to understand and interpret knowledge –rather than imparting a body of serial facts or teaching a specific set of motor skills. Development therefore focuses more on the employee's personal growth".

2.2 INTERPERSONAL RELATIONSHIP

Chabra T.N (2009)-Importance of communication has increased to fulfill desire of the modern managers to have better understanding of human behavior for human relation.

Chester Barnard(1961) – An organization is essentially a culture system composed of people who work in co-operation **.**

David C Mc Clelland(1985)- Individuals like to interact and be with others in situation where they feel they belong and are accepted**.**

Deutsch (1957) - Trust is a prerequisite for stable co-operative system. Trust opens chances for decentralization in informal collaboration. It reduces cost of governance.

Maslow A.H(1943)- Human being's need for relationship has found in the form of social needs. Informal groups are results of social needs

Mayo Elton Whitehead & Roethlisberger- (1924-32) introduced **human relationship** movement and indicated about trust **sense of belongingness,** feeling of stability and self disciplined relation.

Prasad L.M (2010) – with human relationship approach superior is more acceptable to worker. To develop trust there should be a complete openness and candor in relationship together. Trust has a significant role in co-operative interpersonal behavior.

R. R Gaur, R.Sangal & G.P Bagaria (2009)- Trust is the foundation value of human relationship. They defined trust as "To be assured that each human inherently wants oneself and others happy & prosperous."

Rao (2010) –Organizational function has been influenced by interpersonal relationship within organization directly or indirectly. This is most important factor for managerial effectiveness. It is human factor which make any organization mediocre organization to outstanding.

2.3 REVIEW OF LITERATURE IN MATRIX FORM

S No	**Author**	**Year**	**Variables**						
			Trust	Respect	Participation	Transparency	Communication	Interpersonal Relationship	Value Education
1	Mayo Elton Whitehead & Roethlisberger(1924-32)	1924-32						✓	
2	Duetch(1957)	1957	✓						
3	Rokech(1973)	1973							✓
4	Porter et al(1975)	1975	✓						
5	Mintzberg(1975)	1975						✓	

6	Ouchi william G (1981)	1981	✓						
7	Rao & Salven (1992)	1992						✓	
8	Larson(1992)	1992							
9	Bies & Trip(1996)	1996			✓	✓			
10	A. Nagraj	1998						✓	✓
11	Hofstede (1998)	1998							✓
12	Folger & Skarlicki(1998)	1998		✓					
13	Lind & Taylor(1998)	1998			✓				
14	J scanty adams (1999)	1999			✓	✓			
15	Fox & Spector(1999)	1999			✓				
16	A.N Tripathi(2003)	2003						✓	✓
17	Bennet & Robinson(2003)	2003			✓				
18	Neil Hawks(2005)	2005							✓
19	RR Gaur (2009)	2009							✓
20	Chabra T.N(2009)	2009				✓			
21	Rodricks Karner(2009)	2009	✓						
22	RRGaur ,R.Sangal, GP Bagaria(2010)	2010	✓						✓
23	LM Prasad(2010)	2010						✓	

24	Kareena Bhatia & manoj Kumar(2011)	2011							✓
25	Deepa Awasthi(2014)	2014							✓
26	Neena Aneja(2014)	2014							✓
27	Paola Cubes Barragan(2014)	2014							✓
28	William G Thompson (2014)	2014							✓
29	Nandurivenkata satyanarayan(2016)	2016							✓
30	Stephen Connoly & Sorrd penn Edward(2016)	2016							✓
31	Bipin Singh Rawat(2017)	2017				✓			

Fig 4 Matrix Form of literature Review

SECTION 3

OBJECTIVES AND HYPOTHESES

3.1 OBJECTIVES OF STUDY

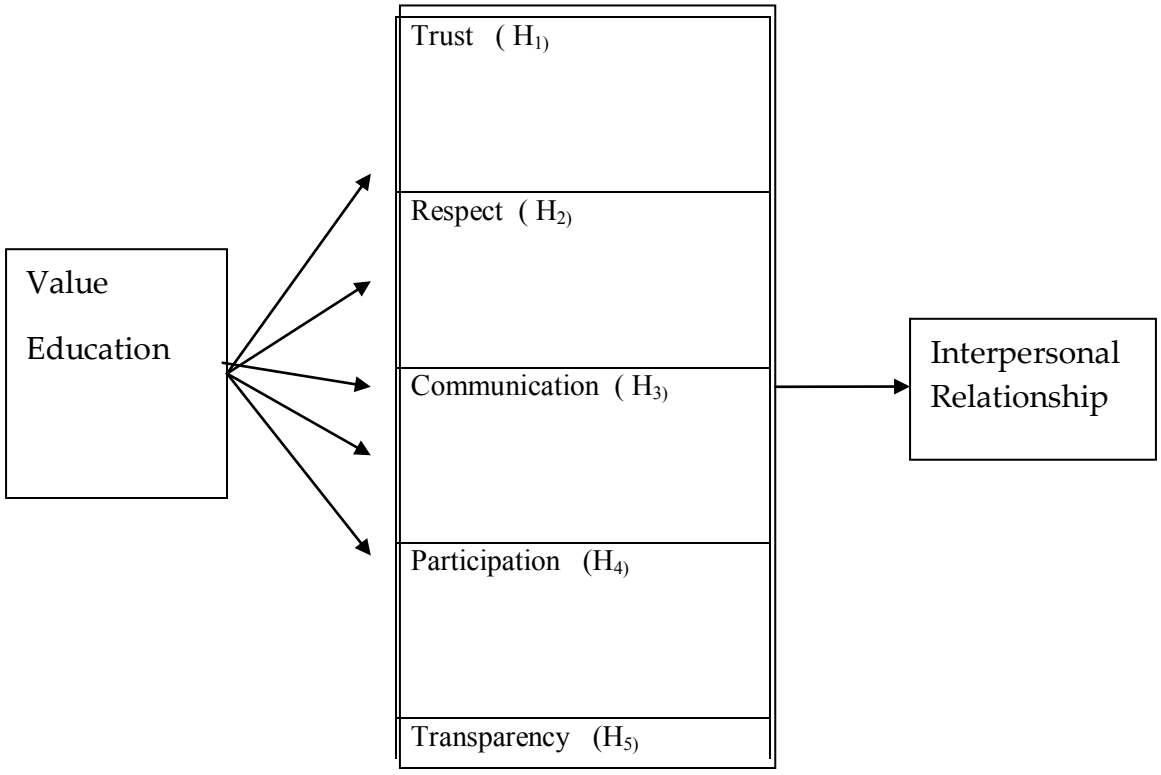
1. To study the programme promoting Value Education in selected Academic Institutions.
2. To analyze the impact of Value Education Programme on the Interpersonal Relationship in Academic Institutions.
3. To suggest the framework for Interpersonal Relationship and Value Education Programme.

3.2 HYPOTHESES

3.2.1 Hypotheses formulation

Relationships are a reality of life for each of us. We born in these relationships and the relationships are significant part of our life. Starting from family to friends, teachers, peers and overall society there is further chain of social dependency to social interdependency. These relationships are abundant and are indivisible part of our lives. The relationship is between self and self of human. There are feelings in relationships. These feelings are values in relationships. These feelings can be recognized and by fulfilling them leads to mutual happiness. (A foundation course in Human Values and Professional Ethics)

We will study the impact of some values on interpersonal relationships in Higher Academic Institutions.



H_0: There is no significant effect of value education programme on Interpersonal Relationship in Higher Academic Institutions.

H_a: There is significant effect of value education programme on Interpersonal Relationship in Higher Academic Institutions.

H_{01}: There is no significant association of value education programme and Trust with Interpersonal Relationship in Higher Academic Institutions.

H_{a1}: There is significant association of value education programme and Trust with Interpersonal Relationship in Higher Academic Institutions.

H_{02}: There is no significant association of value education programme and Respect with Interpersonal Relationship in Higher Academic Institutions. .

H_{a2}: There is significant association of value education programme and Respect with Interpersonal Relationship in Higher Academic Institutions.

H_{03}: There is no significant association of value education programme and Communication with Interpersonal relationship in Higher Academic Institutions.

H_{a3}: There is significant association of value education programme and Communication with Interpersonal Relationship in Higher Academic Institutions.

H_{o4}: There is no significant association of value education programme and Participation with

Interpersonal Relationship in Higher Academic Institutions.

H_{a4}: There is significant association of value education programme and Participation with Interpersonal Relationship in Higher Academic Institutions.

H_{o5}: There is no significant association of value education programme and Transparency with Interpersonal Relationship in Higher Academic Institutions.

H_{a5}: There is significant association of value education programme and Transparency with Interpersonal Relationship in Higher Academic Institutions.

SECTION 4

RESEARCH METHODOLOGY

3.3 NATURE OF THE STUDY

The research will be descriptive, as study will describe the programs promoting value education and the process of imparting value education in Higher Academic institutions and Analytical also. which will analyze the impact of Value Education Program on the Interpersonal Relationship in Academic Institutions.

4.2 SOURCE OF DATA

For the purpose of the study data would be collected through primary as well as secondary information. The primary data would be collected through questionnaire and interview. Whereas, the secondary data would be collected in different manner like annual report of university, library, journal, published papers, books and websites etc.

4.3 SAMPLING TECHNIQUES

A good sample is true representative of the population. For the purpose of this study, Judgmental sampling will be used to draw appropriate representative sample from the population. Colleges of Dr. A.P.J Abdul Kalam Technical University (Formerly U.P.T.U) will be selected on the basis of NAAC Accreditation of Agra and National Capital Region (NCR) for study.

Justification For selection of university and college for study: Dr. A.P.J. Abdul Kalam Technical University (Formerly U.P.T.U) is a public university in Lucknow in the Indian state of Uttar Pradesh.It was established as the Uttar Pradesh Technical University by the Government of Uttar Pradesh on 8 May 2000. The University is providing a well structured course of value education in all courses, and for the teachers also. Prior this course has been experimented in IIIT Hydrabad, IIT Kanpur, IIT Delhi,NIT Raipur,IAS exam, Punjab technical University Somaiya Vidya mandir Mumbai,Royal University of Bhutan, IIT BHU etc.

4.4 GEOGRAPHICAL AREA COVERAGE

Colleges of Dr. A.P.J Abdul Kalam Technical University (Formerly UPTU) of Agra region And National Capital Region will be selected on the basis of NAAC accreditation.

4.5 SAMPLE SIZE

The population from which sample is to be drawn is finite in nature. For calculation of sample size of finite population, first of all, sample size, is to be calculated without considering finite population correction factor. To calculate the sample size without considering finite population correction factor, the following formula is used .

Sample size $n = \sigma 2Z2/D2$

Here, n = sample size σ = Standard deviation

Z = Standard normal variant for95% confidence level and, D = Degree of precision desired.

b) Level of confidence desired or Z value (taken as 1.96 for 95% confidence level desired).

c) Degree of precision desired in estimating population characteristics (D)

In order to obtain a representative and realistic sample size we have compared the results of sample size from 3 scenarios:

Scenario 1- Estimating a low standard deviation and high degree of precision.

Scenario 2- Estimating a moderate standard deviation and moderate degree of precision.

Scenario 3- Estimating a low standard deviation and high degree of precision.

	Scenario 1	**Scenario 2**	**Scenario 3**
SD	**0.1**	**0.4**	**0.5**
Z	**1.96**	**1.96**	**1.96**
D	**0.03**	**0.04**	**0.05**
N	**42.68 (n_1)**	**384.16(n_2)**	**384(n_3)**

Average = $(n_1+n_2+n_3)/3$---------- (1)
= (42.68+384.16+384)/3 = 270

Taking an average of the all the three scenarios, considered taking different values of σ and D (refer equation 1); the computed sample size is 270.

Since population is finite so, finite population correction will be used

$$n_c = \frac{nN}{(N+n-1)}$$

Where n =calculated sample size from above formula

N = population (6000 estimated from university website aktu.ac.in)

n-1= 270-1= 269

$$n_c = \frac{6000\times270}{6000+269} = \frac{1620000}{6269} = 258.414 = \mathbf{259}$$

Source: (Zikmund ,Babin Care,Adhikari, Griffin) p. 472

4.6 SAMPLE COMPOSITION

According to AICTE the ratio of Professor, Associate professor and Assistant professor should be 1:2:6 in any department. So, sample would be collected from this ratio, from the teaching faculty of MBA, Engineering, Hotel Management ,B.Arch.and Pharmacy department according to the ratio (1:2:6 AICTE norms) and sample from 29 Professor, 58 Associate Professor and 173 Assistant Professor will be collected.

4.7 STATISTICAL TOOL FOR ANALYSIS

For the purpose of data analysis and Hypothesis testing co-relation analysis, regression analysis, descriptive statistics and ANOVA etc would be used.

Co-relation analysis: Co-relation is a measure of strength of the relationship between two variables. The correlation coefficient quantifies the degree of change in one variable based on the

change in the other variable. In statistics, correlation is connected to the concept of dependence, which is the statistical relationship between two variables.

Regression analysis: Regression is a statistical method used to draw the relation between two variables. Often when data are collected there might be variables which are dependent on others. The exact relation between those variables can only be established by the regression methods. Determining this relationship helps to understand and predict the behavior of one variable to the other.

ANNOVA: ANOVA is a particular form of statistical hypothesis testing tool used in the analysis of experimental data. A test result (calculated from the null hypothesis and the sample is called statistically significant if it is deemed unlikely to have occurred by chance, assuming the truth of the null hypothesis. A statistically significant result, when a probability p - value is less than a threshold (significance level), justifies the rejection of the, but only if the a priori probability of the null hypothesis is not high.

4.8 MANEGERIAL IMPLICATION OF STUDY

This research will be useful for improving the human relationship in organizations through value education. Education is the entry point to make humane society thus, this study would we useful to prepare future generation. The crisis of values in relationships is very crucial in this time. Being in relationship is the innate need of human. So, this research would be helpful to make relationship with mutual happiness.

SECTION 5: PROPOSED CHAPTERISATON

SECTION 1: INTRODUCTON

SECTION 2: LITERATURE REVIEW

SECTION 3: CONCEPTUAL FRAMEWORK, RESEARCH DESIGN AND METHODOLOGY

SECTION 4: DATA COLLECTION AND ANALYSIS

SECTION 5: RESULTS AND INTERPRETATIONS

CHAPTER: 6 CONCLUSIONS

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ANNEXURE

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